Mission: 18. Walk with Sounds

Organization:
Music: Toccata
Materials: Music, cards (optional)
Books: Listening Walk by Paul Showers; From Head to Toe by Eric Carle; My Friends by Taro Gomi
Set up: Scattered.

Read the book about different sounds that animals, objects, and engines make. Identify two different objects/animals and match them with the sounds they make (for example, this is the sound for the elephant and this is the sound for the cat). Have the children close their eyes and listen to the sounds. While standing in place, have the children show you with different actions when they hear the different sounds (e.g., quietly marching when they hear the cat sound and stomping feet when they hear the elephant sound). Next, have them move around the room using the different moves while the music is playing. Use the cards and ask children to move and make the sound of the object that is in the card.

Variations:
Use any book that includes different sounds. Ask the children to form a train (i.e., 2-3 children in a row) and every time the sound changes the first child go to the end of the train and the next child is the leader with the new moves that match the sound.

Extra Tips:
Start with only two different sounds and give them time before adding extra difficulty. Use clear protocols for starting and stopping. Then add a rule, such as if it is loud you skip and if it is soft you march (for the same sound).
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CHOOSE: Ask the children to identify moves related to the sounds. How many different moves can you find? Use cards and ask them to choose the cards that best matches the sound.

ASSSESS: Development and Learning Objectives:
- TSG 23 - Patterns
- Early Learning Standard 12.2 - Patterns, Benchmarks 1 & 2

Physical:
- TSG 35 - Dance/Movement Concepts
- Early Learning Standard 13.2 - Arts, Music, Rhythm, and Movement, Benchmark 2

RELATE: Pair them and have one child make a sound using an instrument or his/her body and the other child finds a move that matches the sound. Then switch roles.

ENERGIZE THE BRAIN (EF):
Matching the sounds with moves practices working memory and inhibition, as children are asked to do only the move that matches the sound. To add challenge on cognitive flexibility, switch the rules by alternating the sounds with the moves and do the opposite. For example, “We stomp with the sounds for the cat and march with the sound for the elephant.” However, this modification is more advanced and should be practiced after children have played the game several times.